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ABSTRACT

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of time management. Modules for other competency areas are available separately. The purpose stated for the module is to help students obtain basic skills in effectively managing their time on the job. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities needs, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

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OFFICE OCCUPATIONS

TIME MANAGEMENT

Audiovisual Package

Instructor's Guide
Student Activity Packet

Prepared by Diane E. Johnson

Published by
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TIME MANAGEMENT

TABLE OF CONTENTS

INTRODUCTION v

ACKNOWLEDGMENTS vii

INSTRUCTOR'S GUIDE

General Instructions

Equipment Needed 3
Preparations Before Class 3
Procedures for Group Setting 3
Procedures for Individual Setting 3
Instructions for Using Slides and Cassette Tapes . . . 4
Student Checksheets 4
Resource Sheets 4
Activity Sheets 4

Specific Instructions

Introduction 5
Performance Objectives 5
Special Notes to the Instructor 5
Time and Facilities 6
Suggestions for Discussion 6
Optional Student Activities 7
Suggested Evaluation Criteria 8
Resources and References 10
Narrative for Slide/Tape Presentation 11

STUDENT ACTIVITY PACKET

Introduction 23
Performance Objectives 23
Materials 23
Directions 24
Student Checksheet 25
Resource Sheet, Activities 1-8 27
Activity Sheets
Activity 1 31
Activity 2 33
Activity 5 45
Activity 7 47
Activity 8 53

INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the printed material in this particular package is 12.2, as calculated according to the FOG Index. Individually tested sections range in reading level from a low of 9.80 (instructions for Activity 1) to a high of 15.0 (instructions for Activity 7). In general, the reading level scores are consistent with those which can be expected of postsecondary students. The added audio and visual stimuli help insure understanding by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

ACKNOWLEDGMENTS

We extend special thanks to the following committee members and their employers for their cooperation in reviewing, evaluating, and testing the materials developed through this project:

Business Advisory Committee

Nancy Hunsucker, Administrative Manager, Kelly Services

Carol J. Lucas, Employment Assistant, Lone Star Gas Company

Dr. Christine Smart, Consultant, Texas Education Agency

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Leroy Robbins, Bee County College

Annie Williamson, Lamar University at Orange

In addition to these specific individuals, selected students at Kilgore College and Bee County College have tested these materials in their draft form and have provided valuable input for assuring that the final product meets the needs of the students for whose use this instructional package is intended.

Appreciation is also given to the following individuals and institutions for their support, cooperation, and technical assistance:

East Texas State University

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Occupational Curriculum Laboratory; Vicky Herkel, Artist and Photographer

INSTRUCTOR'S GUIDE

TIME MANAGEMENT

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate the procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape in the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student Checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

TIME MANAGEMENT

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction

Time Management is an audiovisual aid developed to help students obtain basic skills in effectively managing their time on the job.

This slide/tape package consists of 80 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary tools in a wide variety of courses. Any of these printed materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of materials for completing the activities; there are no separately printed student materials.

Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected:

1. The student will be able to describe, orally and in writing, the five phases of time management.
2. The student will be able to conduct a time/task analysis.
3. The student will be able to identify time wasters.
4. The student will be able to establish long-range, short-term, and immediate goals when developing a time-management plan.
5. The student will be able to outline a time-management plan.
6. The student will be able to identify causes of failure of a time-management plan.
7. The student will be able to recommend remedial action to be taken to eliminate the causes of failure of a time-management plan.

Special Notes to the Instructor

This instructional audiovisual package may be used in its entirety in a group setting or as a component of an individualized instruction curriculum. The instructor who desires to adapt this particular package to the specific needs of the program may find the following suggestions helpful:

1. The activities provided in this package are designed to be completed by using time both within and outside the classroom setting. The suggested time necessary for completion reflects the total number of days over which the students will develop and pursue

their time management plans; the work to be done will involve only a small percentage of the total number of days suggested.

2. The activities provided build upon one another; therefore, they must be completed in their numbered order.

3. If the time constraints under which this unit will be used are not sufficient to allow the student to complete all of the activities provided, any or all of the following changes can be made without seriously damaging the intent of the package:

   a. Omit Activity 1, and record the answers to Activity 3 on the form designed in Activity 4.

   b. Decrease the time spent on Activity 3 to one day.

   c. Limit the goals in Activity 5 to "Immediate Goals."

   d. Decrease the time spent on Activity 7 to two or three days.

4. If any of the provided activities cannot be used in your setting, or if the students require additional activities to achieve the performance objectives, refer to the section entitled "Optional Student Activities." Neither resource sheets nor activity sheets are provided for these activities.

5. Testing instruments are not included with this package; because time management does not lend itself to objective testing procedures, it is suggested that the instructor evaluate the student's ability to manage time through observation.

Time and Facilities

Approximately one 45- or 50-minute class period should be set aside for a brief introduction to and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players. At least one additional class period should be set aside for reinforcement of time management concepts through class discussion; and the first few minutes of each day the students are keeping their time/task analyses should be used to solve problems that arise.

Finally, students will need approximately eight days to complete the eight activities. However, the activities are designed so that the students may work on other tasks while they are completing this package; little class time will be spent in actual completion of provided activities. Field test results submitted by postsecondary students suggest that the activities will take four to six hours of actual work time.

Suggestions for Discussion (for use in a group setting)

1. Before this slide/tape is presented, discuss with the students the performance objectives that must be met. Also discuss how time

management affects their personal and professional lives.

2. Either before or after presentation of the slide/tape, the instructor should arrange to have guest speakers from various levels of business and industry--either individually or as members of a panel--discuss with the class the types of time management plans they use personally as well as the systems dictated by their employers.

3. After the slide/tape has been used, review the following elements of the presentation:

   a. The purpose of time management.

   b. The relationship between priority setting and time management.

   c. The five phases of time management.

   d. Time wasters.

   e. Immediate, short-term, and long-range goal setting.

4. The instructor should gather several case histories or descriptions of situations that illustrate poor time management. These materials can be gathered from textbooks, supplemental readings, or from personal experience. These can be presented and possible reapportionment of time discussed in small groups.

5. After presentation of the slide/tape, but before the students begin the activities, the instructor should initiate a brainstorming session in which students identify what they conceive to be their most serious time wasters. Suggestions for solving these problems should be extracted from the group and discussed.

Optional Student Activities

Eight activities are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape and to give students an opportunity to develop their time-management skills.

The following suggestions for additional activities may be used with students who need further refinement in these competencies.

1. If this package is used with students who are employed, have the students develop a job-related time-management plan for themselves.

2. Arrange to have individual students observe the activities that take place in various offices, businesses, or industries related to the course in which they are enrolled. Have each student conduct a time/task analysis of one employee of the firm visited.

3. Ask members of your advisory committee to permit small groups of students to conduct time/task analyses in their businesses. After completing its analysis, have each group prepare a report outlin-

ing the findings, identifying the major strengths and weaknesses, and suggesting a plan for eliminating the problems. If possible, have each advisory committee member meet with the group that conducted the analysis of the company so that ideas and information can be exchanged.

4. Have each student develop a list of personal time wasters. Then have the student analyze each item listed and identify an appropriate way to reduce or eliminate the time spent in each particular activity.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in this package.

1. Activity 1

   a. The student has entered time estimates under each major category of activities. _____

   b. The "estimated time spent" figures total 24 hours. _____

2. Activity 2

   a. The time/task analysis was conducted for two consecutive days. _____

   b. An activity has been recorded for each 15-minute interval during the 48-hour time period. _____

3. Activity 3

   a. The "actual time spent" totals 24 hours. _____

   b. The "actual time spent" figures accurately reflect the figures from the time/task analysis. _____

4. Activity 4

   a. The "actual time spent" figures coincide with those reported on Activity Sheet 1. _____

   b. The "ideal time allowed" indicates a balance of time spent among the three major types of activities. _____

5. Activity 5

   a. The goals reflect the student's desire to decrease or eliminate the time wasters identified in Activity 4. _____

b. Goals are identified under each major category of activities. _____

c. The student has outlined immediate, short-term, and long-range goals for each category. _____

d. The goals are achievable within the defined time limits. _____

6. Activity 6

a. The outlines identify activities that would help to attain the specified goals. _____

b. The plans are achievable within the defined time limits. _____

7. Activity 7

a. The schedules reflect the goals set and the plans outlined. _____

b. Approximately 20 percent of each 8-hour period has been left unscheduled. _____

c. Scheduling has occurred for five consecutive days. _____

8. Activity 8

a. Identification of causes of failure is reflective of the unplanned activities shown on the daily schedule. _____

b. The external and internal causes of failure have been correctly identified. _____

c. The recommendations for remedial action would probably achieve the purpose for which they are identified. _____

9. Completion time for activities

a. Completion time less than suggested time limits. _____

b. Completion time within suggested time limits. _____

c. Completion time greater than suggested time limits. _____

(NOTE: Answer keys are not provided for the activities. Answers will vary according to the individual characteristics, interests, and work habits of the student.)

RESOURCES AND REFERENCES

Books

Gregg and Community College Division
McGraw-Hill Book Company
Princeton Road
Hightstown, NJ 08520

Psychology: Human Relations and Motivation (1975), Laird, Laird, Fruehling, Swift

National Business Education Association
1906 Association Drive
Reston, VA 22091

The Changing Office Environment, National Business Education Association Yearbook, No. 18 (1980), "Time Management," Chapter 14, pp 142-150, Mott

John Wiley & Sons, Inc., Publishers
One Wiley Drive
Somerset, NJ 08873

Successful Time Management, A Self-Teaching Guide (1980), Ferner

Monographs

Mountain-Plains Business Education Association
c/o Dennis L. Mott, Editor
College of Business Administration
Oklahoma State University
Stillwater, OK 74078

Time Management for Teachers, Students, Office Employees, Managers, Service Bulletin No. 23 (1981)

Periodicals

The Balance Sheet
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

The Balance Sheet (December, 1980-January, 1981, pp 158-160, 191) "Time Management: Developing Behavioral Models," Stull

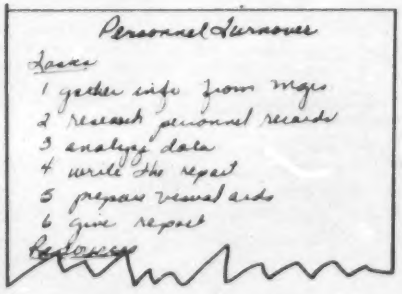
SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	OCL Logo
2	Title Slide	Time Management
3	Stop Slide	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape package.
4	A clock face with 15 numbers on it and the hands pointing to 13 o'clock / A calendar showing a month made up of 40 days	Have you ever felt that there were not enough hours in a day to accomplish everything that had to be done? Or not enough days in a month to meet all of the deadlines set?
5	A graph showing supply and demand of time	Although time always seems to be in short supply, the problem is usually not the number of hours available each day but the ways in which we spend those hours. Most of us cannot or do not manage our time efficiently and effectively.
6	1. Scheduling? 2. Non-productive activities? 3. Routine work? 4. "No"?	For example, do you plan and adhere to a schedule each day? Are you aware of how much time you spend in non-productive activities? Do you assign routine work to subordinates? Do you ever say "No" to requests? If you answered "No" to any of these questions, you have probably found yourself with more things to do than you had time to accomplish.
7	TIME MANAGEMENT Analyzing + Setting Goals + Planning + Activating Plans + Evaluating Results 16	Time management is the ability to manage the tasks you must do in the time that is available. It involves analyzing your present use of time, setting goals and priorities, developing a plan by which to achieve the goals you set, activating your plan, and evaluating the results of your actions. 17

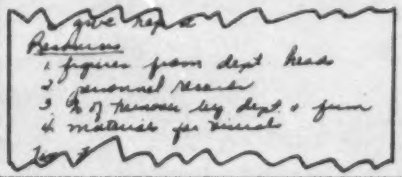
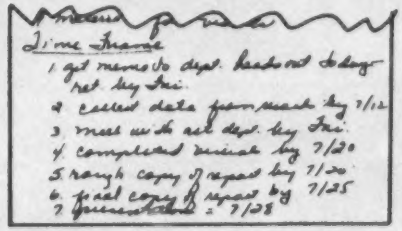
SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
8	BASIC TRUTHS 1. 24 hours in a day 2. 168 hours in a week 3. Accumulation of extra time is not possible 4. Division of time is necessary	Before you even consider trying to solve your time-management problems, you must accept four basic, irrefutable facts: 1. There are 24 hours in each day--no more, no less. 2. There are 168 hours in each week. 3. You cannot beg, borrow, steal, store, or otherwise accumulate more time than is available to each and every one of us. 4. The time available must be divided to satisfy work, family, and personal needs.
9	The face of a clock	Once you accept these truths, you can begin to work toward a personal time management system that will help you to structure your time in such a way that the hours available will be sufficient for completing the work that must be done.
10	A person working | A family at play | A person reading	This presentation will concentrate on time management on the job. The techniques that we discuss, however, can easily be applied to the other facets of your life.
11	A distorted version of time	It is difficult for most of us to accurately estimate how we spend our working hours because our sense of time is often distorted by how involved we become in an activity.
12	A person surrounded by reference books | A person looking at travel brochures	Tedious tasks seem to take more time than they actually involve; time spent on interesting jobs passes quickly.
13	A person behind a desk stacked with work and the clock reading 5 p.m.	Regardless of how our working hours are spent, though, the end of the day often arrives before the job is finished.
14	A balanced scales with "time" on one side and "work" on the other	To balance the work to be done with the time available, you have to resolve to change the habits that have been contributing to your time management problem.
15	TIME/TASK ANALYSIS Determining the time spent on various work activities	First, you must find out exactly where the time is going. You must discover how much time you spend on the various tasks that you do. The easiest and one of the most effective ways of doing this is to keep a time/task analysis sheet.
16	A time/task analysis sheet with a close-up of the time breakdown	A time/task analysis sheet is nothing more than a form that is broken down into 15-minute intervals and lists the major tasks in the job you hold. You could develop a form that breaks your working day into 15-minute intervals,

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
17	A calendar broken into 15-minute periods	or you might use a calendar or work log that is organized by 15-minute periods.
18	The time/task analysis sheet from the activity packet	Look briefly at the time/task analysis sheet shown on this slide; notice that the day begins at 8 a.m. and that each 15-minute interval between 8 a.m. and 5 p.m. is separated by a line on which to record the activity that took place.
19	A closeup of the 11 a.m. to 2 p.m. time period	Notice, too, that the 15-minute intervals do not stop for the regular noon to 1 p.m. lunch hour, because lunch hours must sometimes be arranged around the work to be done.
20	A time/task analysis sheet with a close-up of the task breakdown	The tasks that are shown on the time/task analysis sheet should correspond to the responsibilities of your position. For example, a secretary might list tasks such as typing, filing, handling the mail, answering and placing telephone calls.
21	Closeup of these activities on a time/task analysis	Almost everyone, regardless of the job held, would list activities such as telephone interruptions, drop-in visitors, coffee breaks, time spent meeting with the boss, time spent meeting with subordinates, and so forth.
22	A telephone / A time/task analysis showing time spent on the phone	At the end of each 15-minute interval, you record what you have accomplished during those 15 minutes. That means that if you spent the time placing telephone calls, you should place a check mark in the space that corresponds with the time and telephone calls.
23	A person looking at the time/task analysis sheet	At the end of each day, take time to examine the activities in which you have been engaged.
24	A person totaling the columns on a time/task analysis sheet	Total the minutes that you spent in each of the activities listed on your time/task analysis sheet.
25	Closeup of the totals	These totals should reflect how much time you are spending in non-productive activities; how much you are spending on routine activities that could easily be delegated to someone else; and how much you are spending in productive, job-related tasks.
26	Several time/task analysis sheets spread out over a desk with each showing a different date	To get as accurate a record as possible of how you spend your working hours, you should keep this type of time/task analysis sheet every day for a period of not less than two weeks--and preferably for at least a month.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
27	The five phases of time management, with "analyzing" highlighted	The first phase of time management, analysis, occurs at the end of the time during which you keep your time/task analysis sheets. It occurs when you take time to carefully scrutinize the sheets and begin to make some judgments about those habits that must be changed.
28	A time/task analysis sheet showing totals for a two-week period	Accurate record keeping might reveal that you spend more time than you should in conversations with other employees; that telephone calls often take more time than necessary because they are made when you are not fully prepared to discuss the business at hand; that you allow others to interrupt you, even when you are involved in important planning; that you take on routine tasks that could be assigned to others.
29	Time/task analysis sheet showing totals for a two-week period, with some of the totals highlighted	Look carefully at the time/task analysis sheet shown here. Notice how much time this employee spent in idle conversations that really do not relate to work--extended coffee breaks, interruptions that often lasted 30 minutes, personal telephone calls from family and friends.
30	TIME WASTER Any activity that costs more in performance time than it brings in benefits	These kinds of activities that restrict the employee's attempts at time management are called time wasters. Time wasters take longer than they should in relation to the amount of benefit they produce.
31	An empty desk	Time wasters keep the worker from doing more productive work; they often take up more time than actual work-related activities; and they can be the source of disciplinary action and even lost positions.
32	An employee placing telephone calls	Time wasters are not restricted to the obvious. The worker who places outgoing telephone calls at various times during the day is actually wasting time. That employee could conserve time by placing all outgoing calls during one hour--say between ten and eleven each morning.
33	Three memos about the same topic	The worker who must write three memos when one should have been sufficient to get all of the information across, is wasting time. Disorganization is a prime source of wasted time.
34	Time/task analysis with time wasters circled	If you keep a time/task analysis for at least two weeks, you will be able to identify the types of time wasters that affect your productivity.

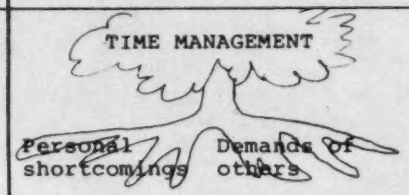
SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
35	An employee drinking a cup of coffee, a lighted bulb overhead denoting a new, brilliant idea	That does not mean that you must spend every minute of an eight-hour day involved in high-level job activities. A short, well-scheduled break will often provide just enough time away from the task for you to look at it more objectively and to do an even better job than you might have thought possible.
36	A person looking into a mirror	Once you have identified your time wasters, you need to realize that you create or at least contribute to many of them because you do not delegate enough work or because you allow others to control your time--or because you have trouble saying "no."
37	GOAL SETTING Determining the end toward which your effort will be directed	The second phase of time management is goal setting. Goal setting is determining the end toward which your efforts will be directed.
38	A person mentally asking the question "What exactly do I want to accomplish?"	To determine your goals, ask yourself what it is you want to accomplish. Your answer should compliment the goals that your employer has set.
39	IMMEDIATE GOALS SHORT-TERM GOALS LONG-RANGE GOALS	In setting your goals, there are three types of goals that should be considered: immediate goals, short-term goals, and long-range goals.
40	IMMEDIATE GOALS Goals that should be accomplished today or tomorrow	Immediate goals are goals that should be achieved immediately--today or tomorrow. Immediate goals are set for those tasks that require little advanced planning or for the solution of unexpected crises or emergencies. A secretary's immediate goals could include such tasks as filing all of the day's correspondence, typing the agenda for tomorrow's stockholder's meeting, and taking the minutes of an emergency board meeting.
41	SHORT-TERM GOALS Goals that need to be accomplished in the near future	Short-term goals are those that you want or need to accomplish within a week or a month. Short-term goals are appropriate for those situations that require a limited amount of advanced planning. A secretary's short-term goals might include updating the company's mailing list before the next sale bulletin is prepared, planning the monthly employees' newsletter, and preparing the invoices before the mailing deadline.
42	LONG-RANGE GOALS Goals that will be achieved at some time in the future	Long-range goals are those goals that will not be achieved until more than a month in the future--and probably six to twelve months or more from now. Long-range goals usually involve special projects or plans--reorganization of a department or planning for a major conference--that require extensive research, planning, and preparation.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
43	A calendar showing time set aside for working on short-term and long-range goals	Both short-term and long-range goals are achieved by setting aside time each day to work toward the desired end, or by doing a little at a time as dictated by the situation.
44	PRIORITY SETTING Determining the relative importance of tasks	Knowing what your goals are is not enough; you must also determine the priority of each goal--according to its relative importance among all of the goals you have set.
45	A list of things to do with one item marked as delayed until tomorrow	For example, on any given day you may have to decide whether achieving one of the preliminary steps in a long-range goal is more important than completing one of the tasks on your daily list of things to do. If something has to be put aside for completion the next day, you have to be able to determine which of the tasks can be delayed with the least amount of inconvenience or damage.
46	A dead time waster	Only after you have determined your goals can you advance to the third phase of time management--planning ways in which to achieve the goals you have set and avoiding the time wasters that you have identified.
47	A stack of papers | A shelf of resource books & reports | A clock and a calendar	The key to good time management is planning; planning enables you to determine how you are going to achieve your goals. Planning requires that you first define the tasks you must do the resources you need, and the time frame within which the tasks must be completed.
48	One person speaking to a group in a meeting	If, for example, you are expected to present information on personnel turnover to the next board of directors' meeting, you might break down the first requirement of planning in this manner:
49		First, list all of the tasks you need to do.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
50		Then, decide what resources you need in order to complete the tasks you have listed.
51		Finally, determine the order in which events must occur--and set deadlines for completing each task.
52	A daily schedule	Planning also includes the actual scheduling of time. It is vital that you prepare a daily plan if you expect to develop good time management habits.
53	A calendar with the last 15 minutes of the day marked for planning	At the end of each day, take time to schedule those activities that you plan to undertake the next day. If possible, use a form or a calendar that is broken down into 15- or 30-minute blocks of time, and enter your activities into the blocks according to the amount of time you think it will take you to complete a specific activity.
54	A schedule showing "work on budget" as the first entry	Schedule the tasks that require concentration or attention to detail during time periods when you know you are at your best--when you usually are most alert and energetic.
55	A calendar marked with notations for completion of certain portions of a project	Sometimes deadlines for completion of certain tasks will be imposed by the person making the assignment. If no deadline is dictated, impose one on yourself. Determine when certain activities should be started and completed in order to finish a project on time.
56	An overscheduled calendar	Don't get so caught up in scheduling and imposing deadlines, however, that you overschedule your time. Instead, realistically estimate the time it will take you to complete a project--
57	A calendar showing unscheduled time	and be certain to leave some time unscheduled. Those unscheduled periods will allow you to finish work that takes longer than anticipated, to "catch-up on unfinished work, to handle emergencies and other interruptions, to schedule impromptu meetings, or to take a short, relaxed break from work.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE 18
58	The completed planning sheet from frames 49-51	If you plan wisely, putting your plan into action, the fourth phase of time management, should be relatively easy. To help you stick to your plan, follow these suggestions:
59	A "to do" list	1. Write "to do" lists. As you work, jot down notes to yourself identifying tasks that must be done, including any deadlines that are imposed. Then, when you prepare your daily schedule, include the tasks you have on your list.
60	A daily schedule	2. Schedule key tasks into your daily schedule. If an immediate goal on a short-term or long-range project must be met, schedule time for working on that project.
61	A daily schedule showing one task deliberately place before another	If the completion of one task depends on the completion of another, schedule the first task early enough in your day to insure that it will be finished in time to contribute to the work on the second.
62	A card file placed on a desk	3. Keep a follow-up file. Prepare a tickler or follow-up card file that you can conveniently keep on your desk.
63	A card being inserted into the file	When something must take place on a specific date, make a note of it on a file card and place the card behind the guide for the appropriate date.
64	Someone checking the file	Check the file at the beginning of each day to remind yourself of immediate events. On Friday of each week, check the file for the entire next week to learn of any events that require advanced planning.
65	An executive handing work to a secretary	4. Delegate routine work. If you are doing work that could be competently performed by a subordinate, assign that person to do the work. However, avoid delegating work to a superior--this will only cause resentment and will give the impression that you are incapable of performing your job.
66	A person doing several jobs at the same time	5. When possible, finish one job at a time. Don't try to complete several tasks at once: confusion will result and none of the tasks will be done well.
67	A daily schedule with tasks crossed off in order	Instead, follow the daily schedule you have prepared and follow each job through to completion. If you are working on one of the preliminary steps in a short-term or long-range project, complete that step before taking on another task.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
68	A person demonstrating several ways of learning about a situation	6. Make decisions only after all of the facts are known. Learn as much as possible about a problem or situation before reaching a conclusion or making a decision.
69	A picture in a frame	It is often impossible to change a decision once it has been verbalized or put on paper. Having the complete picture will enable you to make wise, logical choices.
70	A daily schedule showing the last 15 minutes set aside for planning	7. Set aside time for daily planning. Reserve the last 15 minutes of each day to prepare your schedule for the next day.
71	A person preparing a daily schedule (clock in background showing 4:45)	By using this time for planning, you will know which tasks you were unable to finish, which need to be moved along to the next level, and which have been completed and can be replaced by something else.
72	The words "time management" on a continuum	At regular intervals, occurring further and further apart with the passage of time, reanalyze your use of available time. This, the fifth phase of time management, represents the point at which you evaluate the results of your plan.
73	A calendar showing time/task analysis scheduled every six months	At least every six months, schedule a three-day time/task analysis to insure that you are, in fact, managing your time rather than being managed by people and events.
74		If you discover that time is slipping through your fingers, seek out and eliminate the causes of time management failure.
75	A time/task analysis sheet with the words "internal failure" and "external failure" lettered over them	A careful reanalysis of your time/task sheets will show that failure has occurred because of either internal or external factors.
76	INTERNAL CAUSES OF FAILURE A person	Internal causes of failure are those that you control--contributions that you make in breaking down a time-management plan. Internal causes include such self-generated habits as lack of discipline, unwillingness to delegate routine tasks, procrastination, indecision, and so forth.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
77	EXTERNAL CAUSES OF FAILURE A collage of some of the external causes of failure	External causes of failure are those that you do not control--factors that are controlled by others. External causes include incoming telephone calls, drop-in visitors, non-productive meetings at which attendance is mandatory, and others.
78		Once you have determined whether your failure to properly manage your time is rooted in your own shortcomings or in the demands others make on your time, you should be able to once again set limits on how your time is spent. Then, with an even deeper understanding of how time management works and how it fails to work, you can become even more successful at doing your job in the time available to you.
79	Repeat frame 7	Time management can only be achieved through a thorough analysis of how you spend your time, combined with a workable plan for alleviating the problems that are a part of each of our working lives. If you have a plan for improving your work habits and are able to identify and eliminate the causes of failure, you should be able to use the 24 hours in a day, 168 hours in a week, to your advantage. You will be able to manage your own time rather than having it managed by others.
80	Credits Slide	

STUDENT ACTIVITY PACKET

TIME MANAGEMENT

STUDENT ACTIVITY PACKET

Introduction

The pace of business and industry has accelerated from what it was even five years ago. Few employers or employees find themselves sitting idle for extended periods of time. Companies across the country and around the world are instituting programs with such titles as MBO (Management By Objectives) and POW (Program Of Work). At the same time, these firms are conducting time-and-motion studies in an effort to increase the productivity of their employees. Employees themselves, at all levels of the career ladder, must be able to analyze how they spend their time and then institute personal time management programs that will increase their own productivity.

Performance Objectives

After satisfactorily completing this instructional package, you will be able to:

1. Describe, orally and in writing, the five phases of time management.
2. Conduct a time/task analysis.
3. Identify time wasters.
4. Establish long-range, short-term, and immediate goals when developing a time-management plan.
5. Outline a time-management plan.
6. Identify causes of failure of a time-management plan.
7. Recommend remedial action to be taken to eliminate the causes of failure of a time-management plan.

Materials

*Student checksheet for use with slide/tape presentation
*Resource sheet for activities 1-8
*Activity sheets for activities 1, 2, 5, 7, and 8
Pen or pencil
Typewriter
Typing paper
Correction materials

*These materials are provided as a part of this activity packet.

Directions

This packet contains eight activities. For each activity there is a labeled section on the resource sheet which contains instructions and/or needed information. In addition, activity sheets are provided when they are necessary for the completion of the activity. To complete each of the activities, follow these steps:

1. Carefully read all of the instructions for the activity.

2. Assemble any materials you will need to complete the activity.

3. Complete the work called for in the activity.

4. Check over your work for completeness and accuracy.

When all activities have been completed, submit them to your instructor for evaluation.

(NOTE: The eight activities are designed to take you through a step-by-step development of your own time-management program. In several instances the work completed in one activity provides information essential to the completion of a succeeding activity; therefore, the activities must be completed in their numbered order. Do not submit any of your completed work to your instructor until this entire package has been completed.)

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

1. What is time management?

2. What is the purpose of performing a time/task analysis?

3. For what length of time should you keep a time/task analysis?

4. Define time waster.

5. Name and briefly explain the first phase of time management.

6. Name and briefly explain the second phase of time management.

7. Briefly define each of the following:

   a. Immediate goal _____

   b. Short-term goal _____

   c. Long-range goal _____

   d. Priority setting _____

8. Name and briefly explain the third phase of time management.

9. What are the three initial steps in planning?

   a. _____

   b. _____

   c. _____

10. Name and briefly explain the fourth phase of time management.

11. List seven suggestions that will help you stick to a time-management plan.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

   g. _____

12. Name and briefly explain the fifth phase of time management.

13. Briefly differentiate between "internal" and "external" causes of failure.

RESOURCE SHEET

Activity 1

Instructions

1. Locate the activity sheet for Activity 1.
2. Under each category listed, add any other activities in which you spend time. Blank spaces are provided for this purpose.
3. Estimate the amount of time you spend daily in each of the listed activities. Record (in hours and minutes) your estimates in the column labeled "Estimated Time Spent."
4. Do not record any figures in the "Actual Time Spent" column. This column will be completed in a later activity.
5. Total the estimates you have recorded, and place the total figure on the appropriate line.
6. If your total number of estimated hours is more or less than 24, adjust one or more of your estimates. Your total estimated time spent must equal exactly 24 hours.

Activity 2

Instructions

1. Locate the activity sheets for Activities 1 and 2.
2. To the activities listed across the top of each form, add those tasks, if any, that you added to the same categories in Activity 1.
3. Note that the six forms (two each labeled A, B, and C) to be used in this activity cover two 24-hour periods, as follows:

   A = midnight to 7:45 a.m.

   B = 8:00 a.m. to 3:45 p.m.

   C = 4:00 p.m. to 11:45 p.m.

4. For two consecutive days, keep a time/task analysis.
   a. Begin your record at midnight.
   b. Do not attempt to remember at the end of a day all of the activities in which you were involved and the time periods during which the activities took place.
   c. Record your activities at the end of each 15-minute interval (during periods of sleep or extended activities, record your activity at the conclusion).
   d. At the end of each 8-hour period, record the total amount of time spent on the various activities; a labeled space is provided for this purpose.

(NOTE: If you work on more than one activity in any 15-minute period, place the X in the square that identifies the activity in which the greatest amount of time was spent.)

Activity 3

Instructions

1. Locate the activity sheets you used for Activities 1 and 2.
2. Total the amount of time you spent on each of the activities listed, during the two days you kept your time/task analysis.
3. Divide each of your totals by two to find the average amount of time you spend per day on each of these activities.
4. Record your answers on Activity Sheet 1 in the column labeled "Actual Time Spent."

Activity 4

Instructions

1. Locate the activity sheet you completed for Activities 1 and 3.
2. Identify the time wasters in which you were involved during the two days you kept your time/task analysis.
3. On a separate sheet of paper, list the time wasters you have identified and allow one column each for "Actual Time Spent" and "Ideal Time Allowed."
4. Design the sheet in a format similar to the one illustrated below:

Time Waster	Actual Time Spent	Ideal Time Allowed

5. Determine how much time you can afford to spend on your identified time wasters, and record that figure in the column labeled "Ideal Time Allowed."

Activity 5

Instructions

1. Locate the activity sheets for Activities 4 and 5.
2. Based on the results of your time/task analysis and on the projected ideals you recorded in Activity 4, set at least one long-range goal, two short-term goals, and three immediate goals in each of the three categories listed.

(NOTE: Plan your goals so that the long-range goals are attainable within a year; the short-term goals, within three months, and the immediate goals, within a week.)

3. Record your goals on Activity Sheet 5.

Activity 6

Instructions

1. Locate the activity sheet for Activity 5.
2. Determine how you are going to work toward achieving each of the goals you set in Activity 5.
3. On a separate sheet of paper, list each of the three categories for which you established goals; allow at least three inches of space below each category listed.
4. Prepare, in outline form, a detailed plan for reaching your goals; record your outline on the form you have prepared.

Activity 7

Instructions

1. Locate the activity sheets for Activity 7.
2. Duplicate five copies of each form.
3. For the next five days, beginning tomorrow, use the forms you have duplicated to schedule your activities into definite time periods.
   a. Record the activities you schedule next to the appropriate time in the column labeled "Planned Activities."
   b. Record interruptions, telephone calls, and other unscheduled occurrences next to the appropriate time in the column labeled "Unplanned Activities."

   (NOTE: Remember to leave approximately 20 percent of your time unscheduled each day so that you can catch up on incomplete jobs, handle interruptions, and so forth.)

Activity 8

Instructions

1. Locate the activity sheets for Activities 7 and 8.
2. Review the goals you set in Activity 5.
3. Determine whether or not you have reached the immediate goals you established.
4. In an attempt to evaluate the success of your time management plan, answer the questions listed on the activity sheet provided.

ACTIVITY SHEET

Activity 1

Activity	Estimated Time Spent	Actual Time Spent
1. Personal		
a. Eating	_____	_____
b. Sleeping	_____	_____
c. Dressing	_____	_____
d. Commuting to Work/School	_____	_____
e. Family/Household Chores	_____	_____
f. Leisure Activities	_____	_____
g. Community Activities	_____	_____
h. _____		
i. _____		
2. Work		
a. Planning	_____	_____
b. Daily, Routine Duties	_____	_____
c. Important Projects	_____	_____
d. "Catching-up" on Incomplete Work	_____	_____
e. Meetings	_____	_____
f. Telephone Interruptions	_____	_____
g. Drop-in Visitors	_____	_____
h. "Overtime" Work (done at the work-place or at home)	_____	_____
i. Coffee Breaks	_____	_____
j. Other Non-work Activities	_____	_____
k. _____		
l. _____		
3. Self Improvement		
a. Education	_____	_____
b. Personal Development Activities	_____	_____
c. Exercise	_____	_____
d. Professional/Service Organizations	_____	_____
e. Reading	_____	_____
f. _____		
g. _____		
TOTALS	_____	_____

ACTIVITY SHEET

Activity 2

A	PERSONAL	Eating	Sleeping	Dressing	Commuting to & from Work/School	Family/Household Chores	Leisure Activities	Community Activities			WORK	Planning	Daily, Routine Duties	Important Projects	"Catching-up" on Incomplete Work	Meetings	Telephone Interruptions	Drop-in Visitors	"Overtime" Work (at work or home)	Coffee Breaks	Other Non-Work Activities			SELF IMPROVEMENT	Education	Personal Development Activities	Exercise	Professional/Service Organizations	Reading		
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ACTIVITY SHEET

Activity 2

B	PERSONAL	Eating	Sleeping	Dressing	Commuting to & from Work/School	Family/Household Chores	Leisure Activities	Community Activities			WORK	Planning	Daily, Routine Duties	Important Projects	"Catching-up" on Incomplete Work	Meetings	Telephone Interruptions	Drop-in Visitors	"Overtime" Work (at work or home)	Coffee Breaks	Other Non-Work Activities			SELF IMPROVEMENT	Education	Personal Development Activities	Exercise	Professional/Service Organizations	Reading			
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ACTIVITY SHEET

Activity 2

C	PERSONAL												WORK												SELF IMPROVEMENT								
		Eating		Sleeping		Dressing		Commuting to & from Work/School		Family/Household Chores		Leisure Activities		Community Activities				Planning		Daily, Routine Duties		Important Projects		"Catching-up" on Incomplete Work		Meetings		Telephone Interruptions		Drop-in Visitors		"Overtime" Work (at work or home)		Coffee Breaks		Other Non-Work Activities				Education		Personal Development Activities		Exercise		Professional/Service Organizations		Reading			
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Activity 2

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	Eating	Sleeping	Dressing	Commuting to & from Work/School	Family/Household Chores	Leisure Activities	Community Activities					Planning	Daily, Routine Duties	Important Projects	"Catching-up" on Incomplete Work	Meetings	Telephone Interruptions	Drop-in Visitors	"Overtime" Work (at work or home)	Coffee Breaks	Other Non-Work Activities			Education	Personal Development Activities	Exercise	Professional/Service Organizations	Reading				
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B	PERSONAL											WORK												SELF IMPROVEMENT								
	Eating	Sleeping	Dressing	Commuting to & from Work/School	Family/Household Chores	Leisure Activities	Community Activities					Planning	Daily, Routine Duties	Important Projects	"Catching-up" on Incomplete Work	Meetings	Telephone Interruptions	Drop-in Visitors	"Overtime" Work (at work or home)	Coffee Breaks	Other Non-Work Activities				Education	Personal Development Activities	Exercise	Professional/Service Organizations	Reading			
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ACTIVITY SHEET

Activity 2

C	PERSONAL												WORK												SELF IMPROVEMENT											
	Eating			Sleeping		Dressing		Commuting to & from Work/School		Family/Household Chores		Leisure Activities	Community Activities			Planning		Daily, Routine Duties		Important Projects		"Catching-up" on Incomplete Work		Meetings		Telephone Interruptions		Drop-in Visitors		"Overtime" Work (at work or home)		Coffee Breaks		Other Non-Work Activities			Education		Personal Development Activities		Exercise		Professional/Service Organizations		Reading			
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ACTIVITY SHEET

Activity 5

I. Personal Goals
   A. Long Range
      1. _____
   B. Short Term
      1. _____
      2. _____
   C. Immediate
      1. _____
      2. _____
      3. _____

II. Work Goals
   A. Long Range
      1. _____
   B. Short Term
      1. _____
      2. _____
   C. Immediate
      1. _____
      2. _____
      3. _____

III. School Goals
   A. Long Range
      1. _____
   B. Short Term
      1. _____
      2. _____
   C. Immediate
      1. _____
      2. _____
      3. _____

ACTIVITY SHEET

Activity 7

(Midnight to 7:45 a.m.)

TIME	PLANNED ACTIVITY	UNPLANNED ACTIVITY
12:00		
12:15		
12:30		
12:45		
1:00		
1:15		
1:30		
1:45		
2:00		
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2:30		
2:45		
3:00		
3:15		
3:30		
3:45		
4:00		
4:15		
4:30		
4:45		
5:00		
5:15		
5:30		
5:45		
6:00		
6:15		
6:30		
6:45		
7:00		
7:15		
7:30		
7:45		

ACTIVITY SHEET

Activity 7

(8:00 a.m. to 3:45 p.m.)

TIME	PLANNED ACTIVITY	UNPLANNED ACTIVITY
8:00		
8:15		
8:30		
8:45		
9:00		
9:15		
9:30		
9:45		
10:00		
10:15		
10:30		
10:45		
11:00		
11:15		
11:30		
11:45		
12:00		
12:15		
12:30		
12:45		
1:00		
1:15		
1:30		
1:45		
2:00		
2:15		
2:30		
2:45		
3:00		
3:15		
3:30		
3:45		

ACTIVITY SHEET

Activity 7

(4:00 p.m. to 11:45 p.m.)

TIME	PLANNED ACTIVITY	UNPLANNED ACTIVITY
4:00		
4:15		
4:30		
4:45		
5:00		
5:15		
5:30		
5:45		
6:00		
6:15		
6:30		
6:45		
7:00		
7:15		
7:30		
7:45		
8:00		
8:15		
8:30		
8:45		
9:00		
9:15		
9:30		
9:45		
10:00		
10:15		
10:30		
10:45		
11:00		
11:15		
11:30		
11:45		

ACTIVITY SHEET

Activity 8

1. Did you set aside time each day to plan your schedule for the next day?

2. List below the items that you have listed on your daily schedule sheets in the column labeled "Unplanned Activities." To the left of each item you list, place the letter "E" to identify it as an external cause of failure or the letter "I" to identify it as an internal cause of failure. (If you need more space, use a separate sheet of paper.)

3. List below the actions you can take to control the items that you labeled as internal causes of failure.